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ABSTRACT

The Student Development Plan consists of a set of learning activity packages for teacher use in secondary school classrooms. It covers the following general areas as they relate to vocational development: (1) self awareness (four activities), (2) value clarification (10 activities), (3) career data and information seeking (four activities), and (4) decision making (five activities). The document opens with 11 sequential activities to serve as a guide for implementing the student planning process by involving students, counselors, parents, teachers, and administrators. Instructional objectives, learning opportunities, suggestions for the student, evaluation methods, and student outcomes (competencies) are provided for each learning activity package. A nine-item values clarification bibliography is appended. (BP)

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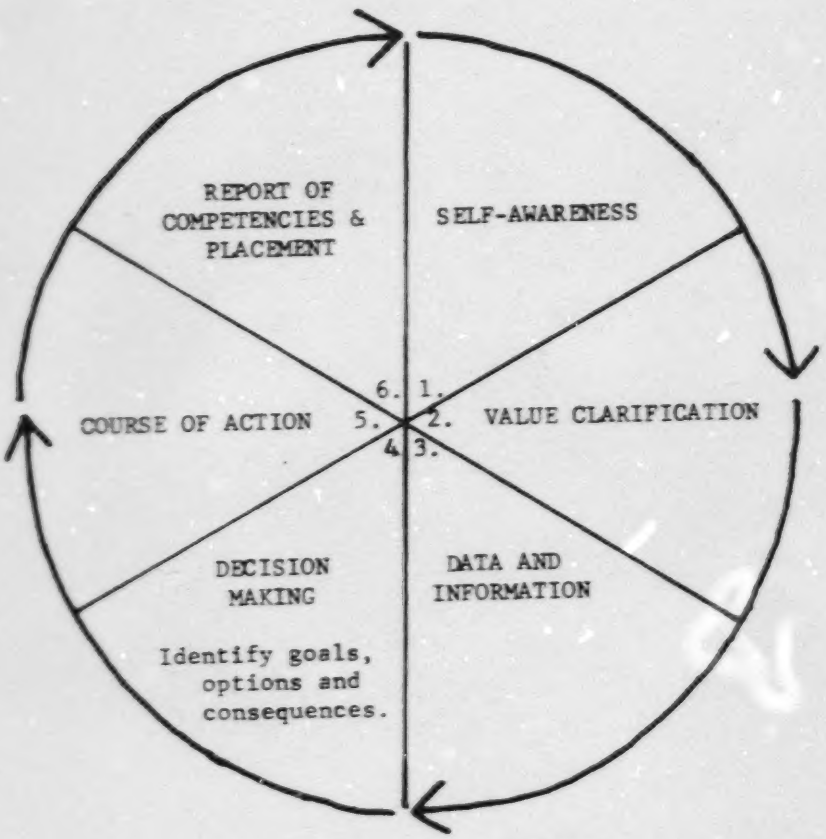


# STUDENT DEVELOPMENT PLAN

U S DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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*"Life Without A Plan is Likely to Become Driftwood Washed up on the Shores of Misdirected Opportunity."*

Gutheil - Stoll

# STUDENT DEVELOPMENT PLAN

Suggested Implementation Activities
Learning Activity Packets
Instructional Objectives
Learning Opportunities
Evaluation
Outcomes

Dr. Herbert Tilley, Editor

OE008509

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## -Purpose-

The following material is prepared for teachers to use in secondary school cl ssrooms. The material is in the form of learning activity packets have been sequenced by the following general areas: (1) self awareness; (2) value clarification; (3) data and information; and (4) decision-making.

Schools desiring to implement the student planning process would develop a way for the process to be used involving students, counselors, parents, teachers and administrators.

## IMPLEMENTING THE STUDENT DEVELOPMENT PLAN

The following sequence of activities is provided as a guide when implementing the student planning process in secondary schools (grades 7-12).

- Teachers, counselors, and principal participate in an awareness session of the concept of the student development plan.

- Counselors participate in a simulation exercise in the planning process.

- A matrix is completed by the teachers that identifies what and where self-awareness, value clarification, data and information, and decision making objectives will be learned by the students. The objectives will be learned by the students. The objectives provided may be used and/or others developed.

- Parent orientation night is provided for developing and understanding the planning process.

- Students are assigned to counselors.

- Each counselor works with students in groups of 10-15 and provides the processes and procedures for students to complete a plan of action for one year that includes goals, objectives, activities and outcomes.

- Parent, student, and counselor sign off on the plan.

- The goals of the students are published and distributed to the teachers who have the particular student.

- A nine-week report is filed by each student to reflect where he is in relation to the plan. Revisions proposed are also reflected.

- Counselors follow-up on the discrepencies of the plan and proposed changes on the basis of urgency.

- Final reports of achieved objectives and competencies are filed at the close of each school year by each student, certified by the teacher, and sent to the counselor for inclusion in the record.

SELF - AWARENESS

STUDENT PLAN DEVELOPMENT

No. 1

Objective

Learning Opportunities

Evaluation

Outcomes

## SELF - AWARENESS

I. Instructional Objective

The students will recognize themselves and other class members as unique and worthy individuals.

II. Learning Opportunities

Directions for the Student: Students in many grade levels are involved in looking at themselves. In preparation for completing a plan for ones future students in grade 7 would be expected to participate in a minimum of two and a maximum of 4 learning opportunities.

A. Group feedback - Upon completion of a class discussion there would be a group feedback session to identify and elaborate on the positive and constructive comments made by the various class members.

B. Written Exercises - Each class member lists and explains at least one positive attribute about him/her self and each class member. A compilation of the positive attributes in each category is compiled and discussed.

C. Written Exercises - Students draw names of classmates from a hat and write a positive profile (characteristics) of another end of oneself. These profiles (characteristics) are read to the participating group and discussed.

D. Role Playing - Complete a sociogram for three days of class activities, report, discuss results, and suggest recommendations.

III. Student Suggestions

1. Pass in extra credit reports depending on the subject.
2. Get to know exactly what kind of work the teacher wants then give it to her/hi
3. Learn to get to know the teacher as a person and as a friend. Have a friendly relationship and at all times show the teacher respect.
4. Pass all homework in on time and try to do your very best.
5. Don't skip classes.
6. Be a leader, not a follower, if one individual goofs off don't follow in his footsteps.

7. Do what you feel is right

8. Don't let your grades slip.

9. Show the teacher that you are a individual an not just another face in the class room.

10. Give credit when its due constructive criticism (use ) emphasis on positive aspects.

11. Mutual respect teacher -- student -- student

IV. Evaluation

A. Each student completes the self-awareness inventory.

B. Compile a listing of class participants in group discussion.

C. Compile a positive attribute listing before instruction and after instruction.

V. Student Outcomes (competencies)

A. Student will be able to describe ways he/she is alike and different from other students.

B. Student will be able to express at least one positive characteristic about himself and every other member of the class.

SELF - AWARENESS

STUDENT PLAN DEVELOPMENT

No. 2

Objective

Learning Opportunities

Evaluation

Outcomes

SELF - AWARENESS

I. Instructional Objective

The students will examine their changing role as an individual and as a member of a group. (e.g. family, class, business and social)

II. Learning Opportunities

A. Students participate in group discussion that identify jobs that did not exist 5 years ago. A listing of the jobs are prepared and presented to the class.

B. Students participate in physical education activities that provide for various roles and responsibilities. A discussion of the roles and responsibilities of various games are identified and related to each student in terms of feelings concerns of self and concerns for others.

C. Role playing of daily schedules in various jobs and expectations of family.

D. Select a group project. Plan and divide responsibilities. Discuss and analyze attitudes of the group members.

E. Each student identifies 5 careers requiring group activity. How does the student fee if he were to change from an individual activity to a group activity?

F. Watch group discussions on T. V. Identifying the roles individuals are taking in the groups.

III. Student Suggestions

1. The teacher notices that you have improved in your work. You can see that your basic skills (reading, writing, etc.) have improved, also that your outlook on life is more sophisticated. You also get along better with your family. There are less fights with them because you are able to understand why they tell you certain things.

2. You are learning to express yourself more and you can see this by the more friends you make. Your teachers, parents, and friends are seeing this change and are giving you more responsibility. You begin to learn how to give not just wanting to receive.

IV. Evaluation

A. Provide an anxiety level profile for each student to take at the beginning and again at the end of this packet. Record each score.

B. Each student writes a brief paragraph of the role he would prefer in work, school and play.

V. Student Outcomes (competencies)

A. Students work effectively alone and in groups.

B. Students delay self-gratification in order to facilitate group goals.

SELF - AWARENESS

STUDENT DEVELOPMENT PLAN

No. 3

Objectives

Learning Opportunties

Evaluation

Outcomes

## SELF - AWARENESS

I. Instructional Objective

The students will learn to affect change in themselves and others.

II. Learning Opportunities

A. Each student completes a self-analysis from the learning opportunities experienced in completing objective No. 1.

B. Each student identifies a minimum of three items and/or areas that can be improved.

C. Each student completes a listing of what prevents the changes to be made and what enhances the changes to be made.

D. Each student completes a paragraph about two of the preventitive change forces and how these forces can be reduced or eliminated.

E. Each student communicates how he/she anticipates he/she will be after changes are made.

F. A compilation of the needed changes with methods to changes are discussed as a class without personal references.

G. Nine week review discussion by class to determine how changes have progressed.

III. Student Suggestions

A. You can learn to overcome something that frightens of di[illegible]grees with you if you only face it.

B. You can help change others by changing yourself e.g. if you share with a person and teach him how to share he will return by sharing with you.

C. To affect change in yourself you must be open minded about things e.g. opinions.

IV. Evaluation

A compilation of proposed changes will be made by class and 40% of the changes showing evidence of progress from selected student interviews and teacher observations will constitute successful completion of the objective.

V. Student Outcomes (competencies)

A. Students will develop self-introspection skills and group introspection skills.

B. Students will extend their logical and illogical problem solving skills.

C. Students will learn responsibility of their actions and their influence on others.

SELF - AWARENESS

STUDENT DEVELOPMENT PLAN

No. 4

Objective

Learning Opportunities

Evaluation

Outcomes

I. Instructional Objective

The students will recognize themselves as potential workers.

II. Learning Opportunities

A. Identification through group discussions of what students perceive work to be and how work relates to their lives, present and future.

B. Introduction of the 15 clusters as a means of organizing work in terms of their own interests, aptitudes and abilities.

C. Discussions, problem solving, written papers, presentations, debates, films on such topics as:

1. What can I presently do as a worker?
2. What do I want to do in the future as a worker?
3. What impact do I have on my friends, my family, my community, etc.?
4. What contribution(s) will I make as a worker?

III. Student Suggestions for Learning Opportunities

A. They will venture into those careers that they themselves feel they are most interested and strongest in.

B. Your ambition has to be that you know that you will stick with it and will be involved enough to do your best. They can see they will be potential workers because they will be able to see they can do work assigned to them and do it well.

IV. Evaluation

A. Complete an analysis of the kinds of contributions made presently and anticipated.

B. Compile the problem areas expressed and/or observed. For example, attitudes toward work, contributions or lack of them expressed by students, motivations of lack of them expressed by students, notivation of students to make contributions present and future.

C. Successful completion of this objective occurs when 90% of the students view work positively and identify their contributions to work.

V. Student Outcomes (competencies)

A. Self-awareness skills that relate student interests and aptitudes to work present and future.

B. Communication skills

C. Motivation skills that relate the student to do something positive and related to work with his life.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 1

Objective

Learning Opportunities

Evaluation

Outcomes

# VALUE CLARI[illegible]ATION

## I. Instructional Objective

The student will be able to list the ways his personal values vary from those of three of his classmates and conclude that this variance is appropriate.

## II. Learning Opportunities

All students will establish what their personal values are through such following values clarification exercises as:

"Twenty things I love to do."

"Value survey."

"Values grid." (Public interview #12)

Making sense of our lives - "If I had a million."

Students who choose to do so will share their values with each other in the following ways:

"Values voting."

Personality self-rating scales

"Rank Order"

"Values continuum"

"Proud Whip"

World or Work activity published by Walch - "Who am I"

## III. Evaluation

A. Those students who wish to do so will participate in the exercises listed. How many chose to participate?

B. Students will share and discuss the differences in their values. How many so shared?

## IV. Student Outcomes (competencies)

A. Students will list their personal values.

B. Students will list classmates values.

C. Students will analyze the differences between the two.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 2

Objective

Learning Opportunities

Evaluation

Outcomes

# VALUE CLARIFICATION

I. Instructional Objective

The student should be able to list his personal attributes and label those attributes which have implications for career development.

II. Learning Opportunities

Students should have an opportunity to explore their likes and dislikes through such exercises as are in Houghton Mifflin, "Career Insights and Self Awareness Games."

List personal attributes (does he/she like to work with people, data or things - like to lead or follow - like to work inside or outside).

- attitude inventories

- Clarifying Your Values - guideline for living published by The Center for Humanities, Inc. - Two Holland Ave., White Plains, N. Y.

- data sheets from World of Work materials published by Walch.

- It's Up To You published by Institute of Life Insurance, 277 Park Ave., N.Y., N.Y. 10017.

- Data Sheet 7 of Merrill Publishing, Career Survival Skills.

Unit on 15 career clusters from USOE, e.g.:

- Westinghouse Learning Corporation filmstrips on Career Education Clusters. Address, 100 Park Ave., New York.

- Houghton Mifflin's Livelyhoods Careers for Your Life Styles. Address, Pennington-Hopewell Road, Hopewell, New Jersey 08525.

III. Student Suggestion for Learning Opportunities

Student activities that will accomplish the objective

1. Voluntary Standard Examination.

2. List through demonstration

3. Give student chance to experience particular career for limited amount of time. Student would then evaluate situation.

4. Evaluation by friends not someone the kid would clam-up to.

5. Qualified career personel interview student to find career implications.

6. Evaluated average for 1-5.

IV. Evaluation

A. Students complete listing of personal attributes and express how they tie to possible career choices.

B. Compile a list of student participants.

V. Student Outcomes (competencies)

A. Student will list personal attributes.

B. Student will know job qualifications for the career cluster(s) he identifies with.

C. Student will list personal attributes which qualify him/her for particular careers.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 3

Objective

Learning Opportunities

Evaluation

Outcomes

## VALUE CLARIFICATION

I. Instructional Objectives

The student should be able to draw and list conclusions regarding the importance of personal values for three chosen occupational clusters and complete a self rating for these same values.

II. Learning Opportunities

A. Allow students to choose three career clusters for further exploration - see activities of objective II.

B. Inventory work values for the chosen occupational clusters.

- Use characteristics and traits of occupations found in the Dictionary of Occupational Titles. Have students interrelate between these characteristics and traits and the values needed for success in the chosen career clusters.

C. Self rating of values - see activities for objective II.

III. Evaluation

A. Have students list the 3 clusters they have selected.

B. Have students list the work values for each of the selected clusters.

IV. Student Outcomes (competencies)

A. Students will list personal values.

B. Students will list values required for given occupational clusters.

C. Students will list fifteen occupational clusters.

D. Students will list three chosen occupational clusters.

E. Students will follow directions implicit in the rating exercise.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 4

Objective

Learning Opportunities

Evaluation

Outcomes

## VALUE CLARIFICATION

I. Instructional Objective

When given four illustrations depicting different life styles, the student should be able to state which life style is most appealing and to conclude that what is appealing to one person may not be to another.

II. Learning Opportunities

Life Styles

Use Career Survival Skills materials

- Data sheet #12
- Value Clarification, Simon Hon Kirschembaum.
- "Percentage questions" #32
- Three characters #30
- The Pie of Life #33
- Two Ideal Days #57

III. Student Suggestions for Learning Opportunities

1. Group student projects with constant feedback in small and large groups.
2. More individualization of instruction

IV. Evaluation

A. Have students list the life style that most appeals to them.

B. Have students discuss the least desireable life style. How many participated in discussion.

V. Student Outcomes (competencies)

A. Each student will be able to define "Life Style".

B. Each student will recognize that there are different life styles.

C. Each student will recognize that life style should be compatable with their chosen career and its implied values.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 5

Objective

Learning Opportunities

Evaluation

Outcomes

## VALUE CLARIFICATION

I. Instructional Objective

When given several specific aspects of life styles for three different situations, the student should be able to make a conclusion regarding the differences of opinion expressed by group members.

II. Learning Opportunities

Students learn about Life Styles - what are they?

Source material - data sheet #13 of Career Survival Skills, published by Charles E. Merrill.

III. Evaluation

A. Compile a list of student participants.

B. How knowledgeable was the discussion?

IV. Student Outcomes (competencies)

A. Students will emphasize with individuals having different life styles.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 6

Objective

Learning Opportunities

Evaluation

Outcomes

## VALUE CLARIFICATION

I. Instructional Objective

Students will be able to list the values used as criteria for making career related decisions.

II. Learning Opportunities

A. Learn Rath's 7 criteria for a value -

Resource - Rath's Values and Techniques published by Charles Merrill, pages 28 and 29.

B. Examine personal values in terms of 7 criteria

Values clarification strategy, values grid #2

Resource - "Values Clarification - A Handbook of Practical Strategies for Teachers and Students"
Simon, Howe and Kirschenbaum

III. Evaluation

A. Have students list the seven value criteria.

B. Discuss the values grid. How many students have completed a values grid?

IV. Student Outcomes (competencies)

A. Each student will be able to recognize that values plan an important part in dicision making.

B. Each student will be able to list Rath's seven values criteria.

C. Each student will be able to list their own values in terms of the Rath's seven criteria.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 7

Objective

Learning Opportunities

Evaluation

Outcomes

## VALUE CLARIFICATION

I. Instructional Objective

The students will demonstrate that his values are prioritized.

II. Learning Opportunities

A. Students will be given the opportunity to participate in value clarification listing through such activities as are contained in Houghton Mifflin, Career Insights and Self Awareness Games.

B. Students will prioritize values through value clarification strategy #7, "Values Survey".

III. Evaluation

A. Pre and post assessment of prioritized value listing.

IV. Student Outcomes (competencies)

A. The student will list his values in order of priority.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 8

Objective

Learning Opportunities

Evaluation

Outcomes

## VALUE CLARIFICATION

I. Instructional Objective

The students will be able to relate the ways in which their values have changed.

II. Learning Opportunities

A. Students will be provided the opportunity to express and demonstrate the changes that have occurred as a result of past experiences.

B. Relate how values have changed

- Value Clarification Strategies:
- Values Continuum #8
- Compare results of "Twenty things I love to do" after an interval of time has interceded between exercises - example: administer the strategy first in September and again in June. Then have students compare results.
- The Values Journal #17

III. Student Outcomes (competencies)

A. The student will recognize change in personal values.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 9

Objective

Learning Opportunities

Evaluation

Outcomes

# VALUE CLARIFICATION

I. Instructional Objective

The students will be able to list the characteristics which interfere with the process of valuing as applied to their own behavior. Students will be able to identify unclear values.

II. Learning Opportunities

A. Students will participate in game - "five squares" - found in the Aug.-Sept. issue of Learning.

B. Students will learn the characteristics which interfere with the process of valuing - see Rath's Values and Teaching, pages 4 and 5.

- Value Clarification Strategies #39 - strength of values.

III. Evaluation

A. Listing of those forces that interfere with values.

B. Critical incidence method.

C. Open-ended question.

IV. Student Outcomes (competencies)

A. Students will be able to list characteristics which interfere with the valuing process.

B. Students will be able to analyze their own behavior.

VALUE CLARIFICATION

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 10

Objective

Learning Opportunities

Evaluation

Outcomes

I. Instructional Objective

Each student's expressed values should be a part of an over-arching philosophy of living which the students can express in 300 words or less.

II. Learning Opportunities

A. Each student will survey different possible philosophies of life: idealism, realism, neothomism, experimentalism, and existentiolism. Explore the components of these philosophical systems: ontologies, epistemologies, and axiologies.

B. Each student will choose or design their own philosophy of life.

C. Each student will test the congruence between their expressed values and their philosophy of life.

- Value Clarification Strategy #29

D. Each student will study formation of Pattern Search strategies, indoctrination, modeling and moralizing, as well as rational decision making.

III. Evaluation

Complete a word analysis of key words used in philosophy of living statement.

IV. Student Outcomes (competencies)

A. Each student will be able to write a paragraph explaining their philosophy of living.

B. Each student will be able to develop and/or recognize values implicit in their philosophy of living.

C. Each student will be able to understand the ways in which values are formed - indoctrinating, modeling, rational choice, moralizing, etc.

D. Each student will have a philosophy of living statement.

DATA AND INFORMATION

STUDENT DEVELOPMENT PLAN

Personal Data

#1

Objective

Learning Opportunities

Evaluation

Outcomes

## DATA AND INFORMATION

PERSONAL DATA

I. Instructional Objective:

Every student will develop and review complete personal data and relate it to an individual plan appropriate to age.

II. Learning Opportunities:

Students working with guidance coordinators, counselors, and school staff would complete the following opportunities.

A. Students working with guidance coordinators would participate in an aptitude, interest, skill testing program.

B. Student test results would be interpreted, understood, and integrated with other available data for decision-making purposes.

C. Student would discuss with school staff personnel past experiences and life styles as they relate to career choices.

D. Counselors would periodically receive the accumulated data and information on the student and put it in a form for the student to use in the decision-making process.

III. Evaluation

(Each evaluation plan relates by letter to the learning opportunities)

A. A profile of each student is completed that includes aptitudes, interests, and basic skill development.

B. An interpretation of test results is verbally given to the student.

C. Small group discussion are provided for the students at each grade level and students relate their tests, interests, aptitudes to careers.

D. Data and information available to students in a form usable by them for making decision.

IV. Student Outcomes (competencies)

The results of students working with guidance coordinators, counselors and school staff in the learning opportunities would:

A. Provide for students a base on which to make decisions.

B. Provide student, guidance co inators, counse ors, and school staff a means to communicate with each other.

C. Provide students with sufficient data and i: ormation for making career choices.

DATA AND INFORMATION

STUDENT DEVELOPMENT PLAN

Occupational Data

No. 2

Objective

Learning Opportunities

Evaluation

Outcomes

DATA AND INFORMATION

OCCUPATIONAL DATA

I. Instructional Objective

Every student will investigate occupational information that provides for career clusters, specific careers and placement opportunities.

II. Learning Opportunities

Students working with guidance coordinators, counselors, and school staff would complete the following opportunities.

A. Shadow days - a student follows in a workers foot steps for entire day.

B. Vermont View Deck

C. Review materials - e.g. filmstrips, career pamphlets, occupational outlook handbook.

D. Obtain employment trends from Employment Security.

E. Participate in Career Days. Career Days are times set aside when representative from various Careers are available for student discussions.

F. Obtain military information about occupations.

G. Obtain information about post secondary programs and financial assistance.

H. Explore occupations and career clusters related to use of leisure.

I. Explore the license requirements for specified occupations.

III. Evaluation

Record the results of the exploration of careers using: (a) sources (b) use of findings; (c) how used in decision making.

IV. Student Outcomes (competencies)

A. Students know shere to locate and use occupational and career cluster information to make decisions about their future.

DATA AND INFORMATION

STUDENT DEVELOPMENT PLAN

Community Data

#3

Objective

Learning Opportunities

Evaluation

Outcomes

I. Instructional Objective:

Every student will investigate community information that provides for career resources and career experiences.

II. Learning Opportunities:

A. Conduct a survey of local businesses to identify career education resources. For example, identify personnel and buisness for shadow days, work experience, field trips, placements, speakers and apprenticeships.

B. Survey, analyze, and report on TV specials and advertisements that relate to occupations and careers.

C. Compile a career education resource file that includes a complete listing of community occupations within a 20 mile radius of the school.

III. Evaluation

A. Survey students to determine what was learned from completion of the learning opportunities.

B. Complete a matrix of available occupations along one axis and student choices along the other axis. For example:

| | 1st | 2nd | 3rd | 4th | None |
|---|---|---|---|---|---|
| Butcher | | | | | |
| Carpenter | | | | | |
| Doctor | | | | | |
| Teacher | | | | | |
| etc. | | | | | |

Complete results at the first part of school year and end of school year. Use results to adopt curricula.

C. Record results of career education resource file and complete a matrix as follows:

| Occupations | 15 Clusters | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
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IV. Student Outcomes (Competencies).

A. Students will have data that relates to their interests in making career decisions.

B. Students will know how their interests can change and using skills from decision making can analyze the basis for interest changes.

C. Establishing relationship with potential employees can serve as a partial basis for obtaining future employment.

DATA AND INFORMATION

STUDENT DEVELOPMENT PLAN

School-wide Data

No. 4

Objective

Learning Opportunities

Evaluation

Outcomes

## DATA AND INFORMATION

SCHOOL-WIDE DATA

I. Instructional Objective

The student will experience the outcomes of school-based information supplied by follow-up studies (including a yearly review and evaluation) to assure that the total school program and environment is relevant to student needs.

II. Learning Opportunities

A. Students can complete a one-two and/or five year follow-up study of school graduates with the support and approval of school leadership.

B. Each student completes a written report of need areas related to tentative career choices.

C. Students review with his/her advisor all of the information relating to achievements, interests, aptitudes, and comments that relate to developing career goals and plans.

III. Evaluation

A. Complete an analysis of expressed needs and student career choices.

B. Complete an analysis of areas for curriculum revision.

IV. Student Outcomes (competencies).

A. Students will have an awareness of existing graduate placements.

B. Self-assessment skills by students.

C. Knowledge of his past acheivements, interests, aptitudes and applying this information along with personal, occupational, and community data to make career goals.

DECISION - MAKING

STUDENT DEVELOPMENT PLAN

M.J. 1

Introduction to Decision - Making

Decision - Making

I. Instructional Objective

The students will recognize a decision, the need for decision-making and make two simple, no risk decisions.

II. Learning Opportunities

Directions for the Student: Students in all grade levels are involved in making decisions. In this introductory learning package it is important to know what a decision is and why a decision making process is necessary.

A. Reading activity - A decision is the purposeful act of choosing an alternative with the expectation that the results will accomplish desirable objectives.

B. Written exercise - List five decisions that you recently made.

C. Reading activity - Read the four reasons for learning a decision-making process.

1. Live a more vital life.

2. One who fails to see the range of choices available to him may live a routinized life within narrowly defined boundaries.

3. See that the present may be a turning point between the past and the future.

4. Learn the beauty, symmetry, delight, novelty and potential good for one's self and others that can emerge from well designed decisions.

III. Student Suggestions

A. List your personal values and aptitudes. What are you interested in; the outdoors, office work, machines, physical labor, etc. List also your personal values, will this be good for you later on in life.

B. Have an evaluation system. How important is this idea or decision? Does it rule out others? Have you experienced both?

C. Gather information about different occupations. See if they fulfill all your wants and needs.

D. Gather information so you are able to make an accurate decision. After you have gathered and studied the information, compare it and see which you like best.

E. Try to start gathering information early so if you make a decision that you didn't like, it wouldn't be too late to change your plans.

F. List your values (e.g. money, desires, self-employment, happiness) so that your decision will help you get these values and keep them.

G. Plan more than one decision so you have alternatives in case you change your plans.

IV. Evaluation

A. Each student writes the three criteria for a decision.

B. Each student can describe in his own words why he/she should learn a decision-making process.

V. Student Outcomes (competencies)

A. Knowledge of decision-making processes.

B. Knowledge of reasons for learning decision-making processes.

DECISION - MAKING

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 2

Introduction to Decision - Making

I. Instructional Objective

The students will identify decision-making strategies that currently exist in students and in other people. Students will also relate decisions and values.

II. Learning Opportunties

A. Decision - making activity - Make the following decisions:

Jan would like to be a professional ice skater when she finishes school. In order to be a professional skater, her coach told her she must practice at least two and one half hours every day. This would eliminate her participation in after school activities, including student council and glee club, both of which she very much enjoys. Jan decides to _____.

Your social studies teacher has given the class a choice of two community projects. The class can clear the banks of the river of all debris or they can decide to spend time at a nursing home reading to patients, entertaining them, and running errands for them. The class decides to _____.

B. Written exercise - Write a paragraph for each decision explaining how you made each decision.

C. Decision - making activity - Become an observer of yourself while making the following decision. Be able to describe the process you go through.

You have received a $100.00 gift. What do you do with the money?

D. Written exercise - List the steps you went through to reach the decision and the considerations you made.

E. T.V. viewing activity - Watch All in the Family. List the decisions made and indicate how they were arrived at. Watch Cannon. List the decisions made and indicate how they were arrived at.

F. T.V. viewing activity - View the ETV program "Decisions, Decisions." What was important to Tommy (his values)?

G. Decision - making activity - Next Sunday you can do one of five things. Which would you choose?

1. Visit aunt and uncle with the family.

2. Go on a picnic with friends.

3. Read a good book.

4. Build a shelf for your room.

5. Clean the basement for your parents.

Why did you make that decision? What values of yours entered into the decision?

H. Reading activity - Read the seven decision - making strategies listed below.

A. Thoughtful decision - making strategy.

1. Define decision to be made

2. List alternatives

a. List alternatives known
b. Identify sources of help in discovering new alternative
c. Odd new alternatives

3. Weigh alternatives (pro & con)

take into account:

a. Values
b. Consequences
d. Pressures

4. Choose most suitable alternative

B. Non-thoughtful decision - making strategies

Immediate non - thoughtfull strategies.

1. Intuitive - "It feels right" boses decision on what decider feels but cannot verbalize.

2. Fatalistic - "Whatever will be, will be" leaves decision up to fate or envircomment.

3. Compliant - "If it's ok with you, it's ok with me" the deciders willingness to go along with soneone else's plan, thereby avoiding making his own decisions.

4. Impulsive - "decide now, think later" tendency to take the first alternative that is presented to him.

Non-immediate, non-thoughtful strategies.

1. Parolytic - "I know I should, but I just can't get with it" deciders acceptance of the responsibility for his own decision, but his inability to do much toward approaching that decision.

2.. Agonizing - "I can't make up my mind" involves the decider in the expenditure of much time and though in gathering data and even in analyzing the alternatives, only to become lost in the midst of their data.

3. Delaying - "I'll think about it tomorrow" delaying either thought or action on a problem until some later time.

I. Role playing exercise - Role play the above listed decision-making strategies.

J. Discussion - Review the decisions you made in previous decision-making exercises (Jan and professional ice skating, social studies class project, $100 gift, Sunday activity) and decisions in All in the Family and Cannon and identify the decision-making strategy used in each.

K. Decision-making activity - Make a decision, using each of the strategies for the following problem:

You very unexpectedly are given the day off tomorrow. What will you do?

III. Student Suggestions

A. Open yourself up to different general fields, and then you must pursue them. You must use your information and then experience them.

B. Use information to set your values. To know what the "pros and cons"are.

IV. Evaluation

Students report how they would make a decision at the start of LAP and again upon completion of the learning experiences.

V. Student Outcomes (compentencies)

A. Application of decision-making skills.

B. Knowledge of intuitive decision-making strategies.

DECISION - MAKING

STUDENT PLAN DEVELOPMENT

Learning Activity Packet

No. 3

Developing a Thoughtful Decision - Making Strategy

I. Instructional Objective

The students will apply the thoughtful decision-making strategy in some of their own decisions.

II. Learning Opportunities

Directions for the student: In the previous decision-making learning package you learned about different strategies. In this package you will learn more about and practice the thoughtful decision-making strategy.

A. Problem statement activity - Through class discussion, write down a problem that exists in your school. Look again at that statement. Is that really the problem. Ask some people who have not been in on the discussion if that is a problem, part of a problem, or an indicator. Discuss it further until you reach consensus on what the problem is.

B. Brainstorming - Brainstorm what a class project could be (list all the alternatives)

List other sources of ideas for the class project

Contact these sources to identify additional alternatives that can be added to the list.

C. Written exercises - All of a sudden your allowance is doubled. List all of the things you could do with the extra money. List other sources of ideas for the use of the money. Contact these sources and add their ideas to your list of alternatives.

D. Charting activity - Take the list of alternative for the class project and, as a class, complete the following chart.

| Alternatives | pro (in favor of) | con (reasons against) | consequences |
|---|---|---|---|
| | | | |

E. Charting activity - Take the list of alternative for the use of the extra allowance money. Independently, complete the above chart for each of the alternatives. Remember to think of what is important to you.

F. Decision-making activity - Using the chart of alternatives for the use of the extra allowance money, decide how you would use it.

G. Decision-making activity - State a decision you have to make.

For it; 1. list alternatives 2. weigh alternatives 3. choose the most suitable alternative.

III. Student Suggestions

After you have gathered information make a decision based on your values and information.

Accelerate courses in the high school.

Provide broad career experiences.

Learn how to overcome obstacles to goals and alternatives.

Gather information early in the secondary years.

IV. Evaluation

Students select a decision that they recently made and identify how the decision was reached. Steps included in the decision will be evaluated by the teacher checklist.

V. Student Outcomes (competencies)

A. Knowledge of rational, logical decision making processes.

B. Charting the alternatives, favorable reasons unfavorable reasons and consequences of decisions.

DECISION - MAKING

STUDENT PLAN DEVELOPMENT

No. 4

Reviewing and Analyzing the Decision - Making Process

I. Instructional Objective

The students will review and analyze their decision-making process in terms of the criteria for a successful decision. The students will also compare their abilities to the competencies of a good decision-maker.

II. Learning Opportunities

Directions for the student: You have been learning a systematic, thoughtful decision-making process. Below are some activities in which you can compare yourself to established criteria and competencies. If you do the exercises thoughtfully, they will indicate if you have mastered the skills or need review of certain parts of the process.

A. Written exercise - Compare 3 decisions you have made to the criteria for a successful decision.

1. Took into account:

   a. values
   b. possible consequences
   c. sufficient information

2. Chose most suitable alternative

3. Moves you closer toward achievement of a goal.

B. Charting exercise - Complete the following chart for yourself and also ask 2 other people to complete the chart for you. You might want to ask your teacher, parent, or other student. The ratings should be on a 1-5 basis. 1= very little skill in that area, 5= skill developed to a high degree.

| | Self Rating | Other | Other |
|---|---|---|---|
| Approaches decision-making skills | | | |
| Describes his/her method of making decisions | | | |
| Documents his/her way of action on and reacting to decisions. | | | |
| A. Generates a wide variety of alternative. | | | |
| B. Realizes freedom of choice and is rarely moved by compulsion. | | | |
| C. Describe his/her ability to control his/her destiny. | | | |
| D. Identifies possibilities where others may see on doubt and uncertainty. | | | |

| | Self Rating | Other | Other |
|---|---|---|---|
| E. Utilizes skills imaginitively. | | | |
| F. Identifies and gathers all appropriate resources for the situation. | | | |
| G. Describes when and how to be subjective and objective. | | | |
| H. Demonstrates on anticipation of future success and has developed a tolerance for uncertainty and error. | | | |
| I. Makes decisions that are compatible with his/her values. | | | |

III. Evaluation

A pre and post assessment of decision making skills would be completed by each student. The pre assessment results would be used early in the decision making phase and learning experiences would be selected to achieve mastery learning in the weakest skills.

IV. Student Outcomes (competencies)

A. Introspection skills relating self to decision making skills.

B. Knowledge of skills necessary and application of the skills to personal decisions.

DECISION-MAKING

No. 5

CHOOSING THREE CAREER CLUSTERS OF MOST INTEREST

I. Instructional Objective

The student will choose two or three of the fifteen career clusters as being of most interest for further, more in-depth exploration.

II. Fifteen Cluster Listing

Agri-business and natural resources
Business and office
Construction
Consumer and Homemaking related
Hospitality and recreation
Manufacturing
Environmental
Fine Arts and humanities
Public service
Personal service
Marketing and distribution
Marine science
Communications and media
Transportation
Health services

III. Learning Opportunities

A. To be done by the class:

1. Filmstrip Viewing Activity - View the filmstrip Career Clusters in the World of Work. (available through Career Education, State Department of Education, Montpelier).

2. Brainstorming Activity - Brainstorm all the jobs the students know about, or have heard about. Place each job under the most appropriate cluster.

3. Research Activity - Divide the class into fifteen groups, one to study each cluster. Each group's task is to identify factual characteristics of that cluster and the commonalities. No judgement (positive or negative) is to be made on any of this information. The completed work is a list of characteristics and commonalities for each cluster.

4. Charting Activity - Each student, independently, will complete the following chart:

| Alternatives | Pro (in favor of) | Con (reasons against) | Consequences |
|---|---|---|---|
| | | | |

Under alternatives, list the fifteen clusters. Using the lists developed by the class, write each characteristic or commonality in either the pro or con column, depending upon the student's preference. Under the consequences column, the student writes what would happen to him/her if he/she had to do activities related to that characteristic or commonality.

5. Decision-making Activity - When the chart is completed, each student considers all the information on the chart and the lists of jobs under each cluster and makes a decision of the two or three clusters in which he/she finds the most interest.

B. Or to be done by individuals

1. Filmstrip Viewing Activity (see A 1, page 1)

2. Research Activity - Each student will research materials to determine characteristics and commonalities of each of the fifteen clusters. A list of characteristics and commonalities for each cluster will be made. (see A 3, page 1).

3. Charting Activity (see A 4, pages 1 and 2).

4. Decision-making Activity - When the chart is completed, each student considers all the information on the chart and makes a decision of the two or three clusters in which he/she finds the most interest.

IV. Evaluation

Identify 2 or 3 clusters of greatest interest and report the methods and processes used for making decisions.

V. Student Outcomes (competencies)

A. Application of decision making skills to career clusters.

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Reporting